

JACKSON MIDDLE
8217 Atomic Road
Jackson, South Carolina 29831

GRADES 6-8 Middle School

ENROLLMENT 488 Students

PRINCIPAL Dr. David J. Yates 803-279-3525

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	28	10	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

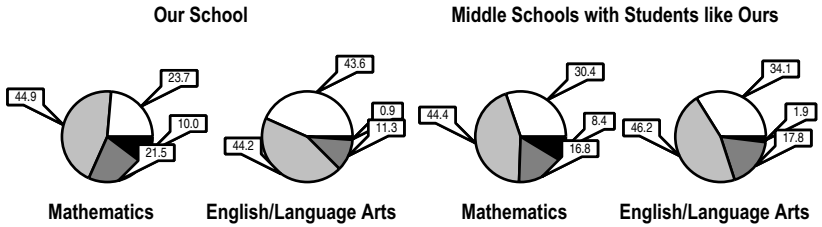
FOR MORE INFORMATION, VISIT WEBSITES AT:




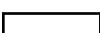
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	150	88
Percent satisfied with learning environment	71.4%	50.7%	61.6%
Percent satisfied with social and physical environment	75.0%	61.1%	41.7%
Percent satisfied with home-school relations	63.0%	74.5%	51.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	479	99.8	43.6	44.2	11.3	0.9	12.2	17.6
Gender								
Male	265	99.6	51.6	40.5	6.3	1.6	7.9	17.6
Female	214	100.0	33.5	49.0	17.5	N/A	17.5	17.6
Racial/Ethnic Group								
White	248	100.0	37.7	45.5	15.6	1.3	16.9	17.6
African-American	215	99.5	52.4	41.3	6.3	N/A	6.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	16	100.0	13.3	66.7	13.3	6.7	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	439	100.0	40.8	46.0	12.2	1.0	13.2	17.6
Disabled	40	97.5	77.1	22.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	479	99.8	44.1	43.8	11.4	0.7	12.1	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	475	99.8	43.7	44.1	11.4	0.9	12.2	17.6
Socio-Economic Status								
Subsidized meals	282	100.0	53.8	40.4	5.4	0.4	5.8	17.6
Full-pay meals	197	99.5	29.7	49.5	19.3	1.6	20.8	17.6

Mathematics								
All students	479	100.0	23.7	44.9	21.5	10.0	31.4	15.5
Gender								
Male	265	100.0	24.6	44.8	19.4	11.1	30.6	15.5
Female	214	100.0	22.5	45.0	24.0	8.5	32.5	15.5
Racial/Ethnic Group								
White	248	100.0	15.6	44.2	26.0	14.3	40.3	15.5
African-American	215	100.0	34.0	46.6	15.0	4.4	19.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	16	100.0	6.7	33.3	40.0	20.0	60.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	439	100.0	20.6	45.3	23.3	10.8	34.1	15.5
Disabled	40	100.0	60.0	40.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	479	100.0	23.9	45.2	21.3	9.6	30.9	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	475	100.0	23.6	45.0	21.4	10.0	31.4	15.5
Socio-Economic Status								
Subsidized meals	282	100.0	32.3	45.8	18.5	3.5	21.9	15.5
Full-pay meals	197	100.0	12.0	43.8	25.5	18.8	44.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	134	N/A	35.1	45.0	17.6	2.3	19.8
	Grade 7	166	N/A	24.1	53.0	21.1	1.8	22.9
	Grade 8	154	N/A	37.1	45.0	16.6	1.3	17.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	99.4	39.4	43.2	16.1	1.3	17.4
	Grade 7	154	100.0	45.9	47.9	6.2	N/A	6.2
	Grade 8	160	100.0	45.7	41.7	11.3	1.3	12.6
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	134	N/A	19.1	47.3	22.1	11.5	33.6
	Grade 7	166	N/A	30.1	31.9	20.5	17.5	38.0
	Grade 8	154	N/A	32.5	49.0	11.9	6.6	18.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	100.0	20.0	39.4	29.0	11.6	40.6
	Grade 7	154	100.0	19.9	50.7	18.5	11.0	29.5
	Grade 8	160	100.0	31.1	45.0	16.6	7.3	23.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 488)				
Students enrolled in high school credit courses (grades 7 & 8)	13.8%	Down from 43.9%	12.4%	14.4%
Retention rate	6.2%	Up from 6.1%	2.7%	2.3%
Attendance rate	94.3%	Down from 94.9%	95.0%	95.2%
Eligible for gifted and talented	14.8%	Up from 14.3%	13.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Up from 7.3%	15.2%	14.1%
Older than usual for grade	8.0%	Up from 5.1%	5.1%	4.9%
Suspended or expelled	2.3%	Up from 1.2%	1.5%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	33.3%	Up from 28.6%	45.2%	47.1%
Continuing contract teachers	66.7%	Down from 75.0%	82.5%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.0%	Up from 72.9%	85.7%	84.3%
Teacher attendance rate	94.5%	Down from 97.5%	94.9%	95.0%
Average teacher salary	\$38,014	No change	\$38,986	\$39,924
Prof. development days/teacher	10.0 days	Down from 13.8 days	11.2 days	10.7 days

School				
Principal's years at school	1.0	Down from 7.0	3.0	3.0
Student-teacher ratio	26.9 to 1	Up from 18.5 to 1	21.2 to 1	21.0 to 1
Prime instructional time	87.8%	Down from 91.6%	88.6%	88.9%
Dollars spent per pupil*	\$4,931	Up 2.0%	\$5,717	\$5,854
Percent spent on teacher salaries*	62.4%	Up from 60.2%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	87.0%	Up from 75.7%	96.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jackson Middle School continues to be conscientious about its renewed commitment to help students achieve. With significant emphasis on the quality of instruction, we are proud of our progress and the many accomplishments our students have made in the 2002-2003 school year.

A daily news broadcast, standards-based field studies, expert presenters, cutting-edge technology, superior band studies, artists-in-residence, progressive clubs and organizations, and after-school support services - all increased activities for lifelong learning and development. While there are many, we have enjoyed the following successes:

JMS PACT scores increased in several areas.

Seventeen students were named as SC Junior Scholars.

The JMS Band earned its 14th consecutive Outstanding Performance Award and a Superior rating at the Concert Band Festival.

Two students were named Duke University TIP Scholars.

One student participated in the state History Day competition.

Thirty-six students met eligibility for National English Merit Scholars.

Three students met eligibility for All-American Scholars.

JMS sponsored its inaugural Cultural Diversity assembly featuring The Honorable Gerald Reynolds, U.S. Assistant Secretary of Education, as program speaker.

The PTO and SIC raised funds totaling over \$7500 for teacher grants, library resources, and other school needs.

Mrs. Leona Guyton received a \$2500 Jordan Fundamentals Grant for art.

JMS teachers participated in a variety of professional development opportunities to include graduate studies, SCMSA, 6 Trait Writing, SIP, SCASL, SCIRA, Thinking Maps, Closing the Achievement Gap, and other local training. Mr. Randy Hood, director of bands, was named Teacher of the Year. Mrs. Karin Nine, administrative assistant, was named Classified Staff of the Year.

We are grateful for the overwhelming support of our community and parent volunteers who contributed much to our overall success. We are proud of our school and remain committed to the tradition of excellence.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.